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## Assessment Concepts and Issues: Key Issues in Assessing and Testing

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### ANNOTATION

Assessment and testing is an important part of every field. This article discusses the concepts of assessment, its uniqueness, types and features.

**KEYWORDS:** assessment, test, trial, method, process.

### INTRODUCTION

A successful solution to the problem of professional training of a specialist depends on various factors: taking into account the specific features of future professional activity, the essence of education in higher education, and improving curricula and programs in special disciplines.

### MATERIALS AND METHODS

The complexity of assessing student progress is generated by the inconsistency of approaches and methods for assessing knowledge, as well as the fact that the same methods are used by different teachers with an unequal degree of accuracy and conscientiousness [3]. Each teacher develops his own system for deriving grades, in the correctness of which he is convinced.

Tasks for testing knowledge can be formulated both in textual and non-textual form. Text verification allows you to more rationally use the time of classes, cover a larger amount of the content of the topic, discipline, provide feedback to students, determine the level of assimilation of the material. Assessing the knowledge of students, a teacher of higher education faces two main problems. First, what tests should be used - those involving unambiguous answers or detailed answers of a creative nature. Second, what factors should be taken into account when evaluating a student's progress. Both types of tests have many supporters and opponents.

### MAIN PART

Proponents of tests with detailed, non-standard answers adhere to the point of view that this type of test well reveals certain thought processes (such as the ability to structure, synthesize, compare, contrast, interpret and evaluate) [5]. In addition, tests of this type require more active efforts and a high level of knowledge on the part of the student, since he must complete the entire answer on his own. Their use makes it possible to judge the student's abilities and gives him the opportunity to practice the much-needed skill of writing his thoughts.

Objections to the use of tests with detailed non-standard answers boil down to the fact that assessment is a purely subjective process and that it gives only a limited idea of the student's knowledge, and if the same question allows several correct answers, then the teacher is very it is difficult to find an objective criterion for evaluating each answer [5]. Moreover, the teacher is free to consider the answer wrong only for the reason that it does not coincide with his "prejudiced opinion". It has already been noted more than once that the same work is evaluated by different teachers in different ways. This type of test takes a long time to complete, and therefore only a few open-ended questions can be asked in class. Opponents of such tests believe that such an assessment technique does not sufficiently reveal the true state of knowledge. Other objections to the use of these tests are as follows: the assessment of the work can be influenced by its external design, handwriting, personal opinion of the teacher about this student, not to mention such factors as his mood at the moment, the degree of fatigue, etc.

Tests that require unambiguous answers consist of individual questions, the answers to which can be a word, letter, number, or other symbol. Such tests are widely used.

Proponents of such tests believe that, in contrast to tests of a creative type, they have the following advantages [2]. First, the element of subjectivity is eliminated, since each question has only one correct answer. Therefore, anyone who has the key to scoring the results will arrive at the same overall score. Secondly, since the answers to the questions can be expressed by one or another word or symbol, the execution of such a test does not take much time. Thus, during the lesson, students can be asked a larger number of control questions, which allows for a broad probing of students' knowledge. Objectivity in the calculation of results and a wide coverage of the material are two significant advantages of this type of tests.

Opponents of "unambiguous" tests dispute this point of view, arguing that many other important things are sacrificed to these advantages: the student is deprived of the opportunity to express himself, demonstrate the ability to structure, synthesize, and evaluate cognitive material [1]. Although the control questions in these tests may require the ability to evaluate, compare, etc., nevertheless, testing on this basis is far inferior to the test control of knowledge, which involves creative work on the part of the student. There are also elements of subjectivity. After all, control questions are formed by the teacher. In this regard, for the same problem, the set of control questions on the quality of knowledge testing may not be the same.

These approaches to testing students' knowledge are not mutually exclusive. Both types of tests can and should be used, and are best used in combination to retain their inherent advantages. A larger number of questions that require unambiguous answers allows for a broad identification of the level of assimilation of the material. At the same time, the inclusion of several "creative" questions in the combined test gives the student the opportunity to express his thoughts. Usually, the choice of the type of test depends on the thematic material or on the goal that the teacher has set for himself. If it is necessary to check the knowledge of the factual material, then it is enough for students to complete a test that provides unambiguous answers. But if the teacher aims to determine how deeply the students understood the material they are studying and whether they can apply it in practice, then testing becomes more appropriate, involving unconventional, creative answers.

To a large extent, the final assessment of a student's knowledge is determined mainly by the calculation of points for the various tests performed by him [4]. However, when evaluating his cognitive progress, other factors should be taken into account, such as the quality of assignments, written and other independent work. Since the volume of independent work, written and oral assignments varies depending on the specific subject and the pedagogical approaches of a particular teacher, the specific weight of each of these aspects of

educational work cannot be established once and for all when deriving the final grades in the discipline under study. For example, when learning a foreign language, much more attention is paid to oral work than in physical education classes.

During the classes, the teacher explains to the students what points will be essential in the assessment. They should also pay attention to the significance of each type of educational work in deriving the final grade. This contributes to the elimination of misunderstandings and discontent among students. It is well known that some teachers have to work with full dedication to get a high mark. For other teachers, it is enough to make only a minimum of effort. In any case, the achievement of learning goals should be a difficult but feasible task for the student. Every teacher should strive to achieve the "golden" mean.

There are cases when the teacher will need to defend the validity of the assessment he has given. First of all, he must be completely sure that he is right, relying on objective data on the student's cognitive progress. These include the results of various tests, written work, extracurricular and special assignments. In this case, the teacher can easily prove his case if the student doubts the fairness of the grade given to him. The grades given must match regardless of the methods and means of control and teachers.

Some students sometimes do not cope with academic work only because they misinterpret assignments. This is especially true for tests. Before students begin their implementation, the teacher should explain to the students in detail what is required of them. Copies of tests reproduced in the required quantity should be accompanied by clear written instructions, which students can refer to at any time during the work.

Great care is needed when writing questions for tests. The teacher must be sure that his terminology is understandable to the students. Questions must be clearly related to a single concept or problem. Multivariance should be avoided, that is, when the teacher expects several answers to the same question contained in the test. This approach only confuses students.

Tests should not replace learning goals. Not all subjects are covered by the test system. Yes, and within the subject itself, some sections are checked by tests easily, while others are difficult.

The application of test control of knowledge can be carried out after these tests pass through serious analysis and collective discussions within the framework of the specialized department and are allowed to be used in the educational process.

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